**LACC Lesson Plan**

(Deliverable for attending the NCSS Conference in Boston)

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Abstract

The following lesson plan was creating using information I learned from the NCSS Conference in Boston in November 2014. Two of the sessions I attended helped me to create this lesson plan, which deals primarily with Latin American and Caribbean history. In one session called, “Viva La Revolution!” middle school teacher of The Seven Hills School, Michael Sandberg, demonstrated how he teaches an entire 8 to 10-week unit on revolutions. He uses information first written by Crane Brinton in *The Anatomy of a Revolution.* In another session, Denise Woltering of Tulane University and Nicole Means of West Feliciana Parish High School discussed the importance of oral history and how students can relate personal history to greater events that have taken place (“Oral History as a Perspective”). Mrs. Means provided an example of an oral history project that she has given to some of her classes in which they must interview members of the community in an effort to tie issues within the community to a greater global issue. Ms. Woltering works with the Latin American Resource Center at Tulane University, so she also provided the session attendees with ways of attaining resources to help with teaching Latin American history.

I figured that I could combine these two information sessions into one cohesive lesson plan that would be more applicable to the students in my community. I am a middle/high school teacher in Miami-Dade County—more specifically in the Miami Lakes/Hialeah area. I have noticed that there are many students of Cuban descent who attend the school; and I wanted to come up with a lesson and project that would interest them. By combining the information from both sessions, I came up with a lesson plan in which I describe the stages of a revolution as described by Mr. Sandberg and then have the students fit the Cuban Revolution of 1959 into said stages. This part of the lesson will allow them to conduct research and become more familiar with the historical aspect of the event. Then, in order to add a more personal touch, the project requires students to interview members of the community about the Cuban Revolution. Considering that there are many Cubans or descendants of Cubans in the community, I figured this would simplify the project for middle and high school students. The project encourages students to interview anyone and everyone—this could include their own family members or faculty and staff at the school.

The lesson encourages students to learn history from both printed/digital material, along with more familiar and personal material. The lesson serves to help students associate history with more than just words and facts in a textbook—it is supposed to demonstrate that there is history (even in their everyday lives). Tying Latin American and Caribbean history was simple, due to the fact that many of the students at the school are of Latin American and Caribbean descent. The lesson uses their prior knowledge and family history to engage them in a meaningful and challenging lesson.

**Unit:** Contemporary International Relations

**Lesson Title:** The Cuban Revolution

**Essential Question:** How do events from around the world affect your local community?

**NCSS Themes:**

* Culture. *The lesson allows students to explore the culture of their community.*
* Time, Continuity, and Change. *The lesson has students study ways in which revolutions cause changes and stabilization.*
* People, Places, and Environments. *The lesson has students explore the people and places in the community, and how historical events have affected the environment.*
* Individuals, Groups, and Institution. *The lesson delves into the Cuban Revolution, and how that affected the political/economic/social landscape of Miami; and how these individuals and groups have interacted with the Cuban and American institutions.*
* Power, Authority, and Governance. *The lesson studies the causes and consequences of revolution, which explains the people’s relationship with their government and their feelings of how they should be covered.*

**Florida Sunshine State Standards:**

Strand SS.912.A: American History

* Standard 1 (SS.912.A.1): Use research and inquiry skills to analyze American history using primary and secondary sources.
  + SS.912.A.1.1: Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
  + SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
  + SS.912.A.1.5: Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
  + SS.912.A.1.6: Use case studies to explore social, political, legal, and economic relationships in history.
* Standard 7 (SS.912.A.7): Understand the rise of and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.
  + SS.912.A.7.4: Evaluate the success of 1960s era presidents' foreign and domestic policies.
  + SS.912.A.7.11: Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
  + SS.912.A.7.16: Examine changes in immigration policy and attitudes toward immigration since 1950.
  + SS.912.A.7.17: Examine key events and key people in Florida history as they relate to United States history.

Strand SS.912.C: Civics and Government

* Standard 4 (SS.912.C.4): Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy
  + SS.912.C.4.2: Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.

Strand SS.912.W: World History

* Standard 8 (SS.912.W.8): Recognize the significant events and people from the post-World War II and Cold War eras
  + SS.912.W.8.4: Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
  + SS.912.W.8.9: Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.

**Common Core State Standards:**

Strand LAFS.1112.RH: Reading Standards for Literacy in History/Social Studies 6-12

* Cluster 1 (LAFS.1112.RH.1): Key Ideals and Details
  + LAFS.1112.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
  + LAFS.1112.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
  + LAFS.1112.RH.1.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
* Cluster 2 (LAFS.1112.RH.2): Craft and structure
  + LAFS.1112.RH.2.6: Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
* Cluster 3 (LAFS.1112.RH.3): Integration of Knowledge and Ideas
  + LAFS.1112.RH.3.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
  + LAFS.1112.RH.3.8: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
  + LAFS.1112.RH.3.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Strand LAFS.1112.WHST: Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

* Cluster 1 (LAFS.1112.WHST.1): Text Types and Purposes
  + LAFS.1112.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
* Cluster 3 (LAFS.1112.WHST.3): Research to Build and Present Knowledge
  + LAFS.1112.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
  + LAFS.1112.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

**Objectives**

By the end of the lesson, students will be able to:

1. List the stages of a revolution as determined in Crane Brinton’s *The Anatomy of a Revolution*
2. Categorize events from the Cuban Revolution in 1959 into Brinton’s stages of revolution
3. Research ways in which the Cuban Revolution affected the city of Miami and the surrounding areas by focusing in on one issue
4. Conduct interviews with members of the community to further their research on the Cuban Revolution
5. Transcribe the interviews conducted and synthesize the information gathered from the interviews
6. Create and present the information to the class in a formal presentation
7. Work cooperatively in a group to complete the assigned tasks

**Materials/Equipment**

1. Whiteboard/Chalkboard (with markers/chalk)
2. Copies of “Crane Brinton’s Anatomy of a Revolution” Worksheet (see attached)
3. Copies of Oral History Project Assignment Sheet and Rubric
4. Computer with projector
5. PowerPoint presentation about revolutions
6. Computers/tablets for conducting research
7. Interview equipment (could be as simple as a smartphone)
8. Books and other resources available to for students to use for research purposes

**Procedures**

DAY ONE

Introduction: *Stimulating Question and Discussion* (15 minutes)

1. As the students enter the class, there will be a question on the board: “What is a revolution?”
2. Each student should have a sheet of paper on which to answer the question
   1. After about 5 minutes, the teacher will ask the students to share their responses to the question
   2. The teacher will write down responses from the students as they share their answers
   3. Then have students give examples of revolutions that they can think of

Main Activity #1: *Lecture* (30 minutes)

1. The teacher will lecture on revolutions with a focus on:
   1. The definition of the word “revolution” and different interpretations of the definition
   2. Explanation of Crane Briton and his work in *The Anatomy of Revolution*
      1. Including the different stages of revolution and how it focused mostly on the French Revolution
2. The students will need to take notes on the same sheet of paper on which they answered the introduction question on

Conclusion: *Argumentative writing* (10 minutes)

1. On the same sheet of paper, students will write a paragraph or two about which phase they believe is the most important to the revolution.
2. The teacher will collect the sheet at the end of class
   1. It should include the intro question, the notes, and the concluding question

DAY TWO

Introduction: Think-pair-share (10 minutes)

1. The teacher will instruct students to brainstorm as many things as they know about the Cuban Revolution from 1959
2. After a few minutes, the teacher will ask the students to turn to their neighbor and share their brainstorming
   1. As they share with each other, each student can add to his/her list
3. After that, they will be able to share with the class the events that they came up with

Main Activity: Revolution Graphic Organization (40 minutes)

1. In groups of 3 or 4, students will have to research the events of the Cuban Revolution; and fit the events of the revolution into Brinton’s stages of a revolution
   1. Each student will have a graphic organizer to help them do this
   2. The teacher will provide history books and other resources
   3. Students will be allowed to use their smart phones and other devices to help them in their research as well
      1. The teacher will explain to students to be wary of internet sources—“Make sure that they are credible sources. Wikipedia, for example, is good for finding out basic facts of an event. But when it comes to deep research, do not rely on Wikipedia. Try to find legitimate and credible sources. Using Google Scholar helps with this. If you have any questions about the credibility of a source, ask me and I will help you.” (This is going on the assumption that the students have already learned the differences between sources and their credibility.)
2. The teacher will circulate around the room to help the groups

Conclusion: Quick Discussion (5 minutes)

1. The teacher will instruct the students to finish the graphic organizer for homework if it was not completed
2. Teacher: “So what was the most interesting thing you learned from your research thus far?”
   1. Students will have the opportunity to share their answers

DAY THREE

Introduction: Stimulating question (10 minutes)

1. Written on the board: “What is oral history?”
   1. Students will write their answers on a sheet of paper. If they do not know, they should make their best estimate.
2. After a few minutes, the teacher will explain what oral history is—and the importance of it.
   1. Explaining, “We can learn a lot of history from people in our community, we do not need to always read history from a book. For example, you learn about the heritage of you and your family by listening to your parents, grandparents, aunts, uncles, etc. We tend to look at these things as just family stories, but they are things that happened in history. Or they lived through things that happened in history. Your elders are a wealth of information that you should take advantage of. And you will! With this project.”

Main Activity: Oral History project (40 minutes)

1. The teacher will go over the project assignment sheet with the students and answer any questions
   1. Find assignment sheet attached
2. The students will have the rest of the class period to begin planning their projects within their groups from the previous day

Conclusion: Approval of research topic (5 minutes)

1. By the end of class, students should have asked the teacher for approval of their research topic
2. Students are also encouraged to

DAY FOUR

Introduction: Discussion question (5 minutes)

1. Teacher will pose a discussion question and allow students to answer
   1. Question: “Why is it important to have a schedule?”
2. Teacher: “You all made some really great points. Some groups in here probably need to make a schedule of what work to have done by when. You may also have to schedule some interviews with people. Today, you are going to use this class time to schedule any interviews you need to get done. If you already started interviewing people last night, start transcribing your interviews. When you transcribe, you have to LITERALLY write down EVERYTHING that was said during the interview. Which means you cannot paraphrase or summarize. It will be tedious, but you must do it to stay true to what was said during the interview.

Main Activity: Working on project (45 minutes)

1. Students will use the class period to work on the project as assigned by the teacher
   1. The teacher will be available if the students have any questions

Conclusion: Wrap-up and Update (5 minutes)

1. The students will use the last few minutes of class to wrap up any work they have
2. They will also have to check in with the teacher for updates on the progress of their projects

DAY FIVE

Introduction: Getting started (5 minutes)

1. The teacher will quickly get the class started and remind them on what they should be doing
   1. Teacher: “Today is going to be a continuation of your work from yesterday. Keep transcribing, scheduling interviews, researching, etc. Also, if you set up interviews with people who may work or attend this school and you have scheduled an interview with them today, you may use this time to get that interview started. This will be the last day in class that you have to work on this project. So make sure to use your time wisely.”

Main Activity: *Working on project* (45 minutes)

1. Students will work on project with the teacher’s assistance if needed

Conclusion: *Wrap-up and Update* (5 minutes)

1. Students will use the last few minutes of class to wrap up and update the teacher with any new information
   1. Teacher: “This was your last day of class to work on the project. Next week, we will continue with content and you will have to complete any work for this project for homework. Next Friday, you will present your information to the class.”

DAYS SIX TO NINE: DONE AT HOME (*Finishing the project*)

DAY TEN

Introduction: *Preparation* (10 minutes)

1. The groups will have a few minutes to organize themselves
2. The teacher will also select the order in which the groups will present

Main Activity: *Presentations* (40 minutes)

1. Each group will present their information
   1. Times will vary dependent on the amount of students per class
   2. Each group will have the opportunity to use the computer and projector to present the information to the class (if necessary)
2. While the groups present, the students in the class will have to evaluate the presenting groups on a sheet of paper
   1. For each evaluation: they will have to write down the research topic, things that they would like to commend the group for doing, and constructive criticism.

Conclusion: *Exit slip* (5 minutes)

1. On the same sheet of paper with the evaluations, the students will answer the following question:
   1. “What was the most rewarding thing about doing this project? Explain your answer.”

**Modifications**

For Students with Special Needs and/or ELL students:

* Allow a flexible setting—grouping these students with stronger students in the class
* Not requiring them to speak during the presentation—have them help in another way (i.e. preparing material, clicking through the presentation, etc.)
* Allow for the use of a bilingual dictionary and bilingual support from another student to complete written classwork
* Instead of evaluating each group, these students can simply write about which group was their favorite and why
* For the exit slip, they may draw pictures or convey the message in a different way other than written word

**Technology**

Technology is used in the lesson by the teacher and the student. The teacher uses the class computer and projector in order to present information to the students. The students, however, use technology such as a device for research; a phone for recording interviews and scheduling interviews; and the computer with projector (if necessary) during their presentations.

**Student Evaluation/Assessment**

The students will be assessed using the following:

* Argumentative writing about *The Anatomy of Revolutions*
* Graphic organizer about the Cuban Revolution
* Approval of the research question/subsequent updates
* Completed project
* Presentation
* Group evaluations
* Exit slip
* Participation

**Teacher Evaluation/Teacher Reflection**

The teacher will evaluate the lesson mostly through the group presentations—if they came up with a good research question and if they provided a substantial amount of evidence and oral history to support their answer. The teacher will also assess how well the groups work together for future reference on other group projects. The teacher will also evaluate how the timing of the lesson worked—maybe it requires more time or less time than what was allotted.

**MIVCA**

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| --- | --- |
| Meaningful | The lesson is meaningful because students are able to relate general history to their own personal histories. This way, they associate history with something that is ever-present and all-encompassing—instead of just associating history with facts in a textbook. |
| Integrative | The lesson is integrative because it connects past knowledge to present circumstances. The lesson also allows students to effectively use technology in various ways. |
| Value-based | ----- |
| Challenging | The lesson is challenging because the students have to do a lot of independent research and work. They have to teach themselves the responsibility of keeping a schedule and being consistent to appointments they make with other people. The lesson teaches the students more than just social studies content; but also valuable qualities that they need to enter the “real” world. |
| Active | The lesson is active because students must actively seek out the people to interview and go through the process. Some interviews may require going to another location (not just home or school). The students are also active by presenting their information. |

**Appendix**

1. Oral History Project Assignment sheet (below)
2. *The Anatomy of Revolutions* Graphic Organizer (separate)
   1. Retrieved from: <http://www.historyteacher.net/APEuroCourse/Charts/CraneBrinton-Revolutions-chart.pdf>
3. *The Anatomy of Revolutions* PowerPoint presentation (separate)
   1. Notes taken from Michael Sandberg’s presentation “Viva La Revolution!”
4. Information gathered from NCSS Annual Conference in Boston
   1. “Viva La Revolution!” by Michael Sandberg
   2. “Oral History as Perspective” by Denis Woltering and Nicole Means

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ORAL HISTORY PROJECT: THE CUBAN REVOLUTION**

Oral history is a great tool for learning about people, places, and events. We also see how people, places, and events affect our community and family members. Every community and family has knowledge and skills to share with others. These individuals and groups are great examples of primary sources of culture and history. Through documenting their memories and stories, the past comes to life in the present.

The focus of the oral history project will be how an event like the 1959 Cuban Revolution has affected our community. The following are suggestions for research topics. If you have a topic you would like to add to the list, you must discuss with me and gain approval first.

1. Support for Fidel Castro
   1. How he appealed to people (in comparison to President Batista and his alliance with the U.S.)
   2. How it tore up families
   3. How people supported him at first
   4. How there were people who knew he would not be any good from his first arrival on the scene
2. Cubans deal with Castro in Power
   1. How people left/escaped Cuba
   2. Consequences of leaving
   3. Experiences with leaving—where did they go? What challenges did they face?
3. Human Rights Issues
   1. Massacre of people on the street
   2. Taking away people’s properties
   3. Taking away people’s rights as Cuban citizens if they had a visa to leave the country
4. The influx of Cubans in Miami due to the Revolution
   1. Settlement patterns
   2. Socio-economic and cultural changes to the U.S.
   3. Comparison of Cubans in the 1960s vs. Cubans today
   4. The Mariel boat lift
   5. Issues with others like Elian Gonzalez
   6. “Wet foot, dry foot” only being applied to Cubans

You will need to research the topic independently first. Then, when you go out for your interviews with individuals or groups in the community, you will ask them to elaborate on your research question. You will then use the information gathered from your research and your interviews for your project.

TIPS FOR INTERVIEWING/THINGS TO CONSIDER

* A good reporter has a grasp of the historical context and background issues surrounding his/her topic
* Make sure that accurate historical information can be obtained from someone before you start interviewing
* Make sure the person is willing to participate in an interview (there is a Media Release Form within this packet)
* Ask the person you are interviewing for stories and anecdotes about what you are interested in
* Make sure everyone in your group has a job. Some suggestions are:
  + Techie—understands technology and knows how to operate a recording device and check for sound quality
  + Researcher
  + Interviewer
* Formulate questions properly—ask OPEN-ENDED questions and ask for elaboration and explanation
  + Make sure you have a list of questions prepared for the interview—DO NO JUST WING IT!
  + Bring notes to help you
  + Write down notes, along with the recording
* Ask one question at a time during your interview
* Start with easy questions and ask more sensitive questions later
* Select people to interview wisely and make appointments with them (you will have class time to do this)
  + When you’re done with the interview, thank the person
  + If it a prominent person in the community or school, try to send a thank-you card
* Be respectful during the interview—do not interrupt or ask questions that could offend the interviewee
* Make sure your equipment is fully functional
  + It may also be a good idea to have back-up equipment in case of technical difficulties
  + Remember that you really only need a phone (which most of you have anyway)
  + Remember that you can also use your cameras to visually record the person as well
* If you take any pictures or videos, make sure to take note of the subject matter, date, and location of your photographs or videos

**ORAL HISTORY INTERVIEW QUESTIONS WORKSHEET**

Directions: Complete the following questions to help you brainstorm your ideas prior to the interview.

1. Write an introduction to your interview. Introduce yourself and your group members, if necessary. Explain the purpose of the project.
2. Gather basic information from the interviewee: Full name, birth date, birthplace, occupation, and family members.
3. Write three warm-up questions to follow this basic information (These questions will help the interviewee open up for the interview process).
4. Write at least 6 questions you have about your selected topic. These can be used during the interview.
5. Prepare four follow-up questions. These questions should help you clarify and expand upon information from the interview.
6. When you have completed the interview process, work together to transcribe your interview. In order to be true to your subject’s wishes and to be historically accurate, do not change words. If your interviewee does not speak English, make sure you have one person in the group who will work well as a translator—and not change the meaning of the interviewee’s words. You will bring your transcriptions to class and share these with other students.
   1. What is one quote from the interview that best sums up your subject’s experiences?
   2. How accurate do you think your subject’s perception of your selected topic is? Explain.

**INTERVIEW RELEASE FORM**

ORAL HISTORY PROJECT: THE CUBAN REVOLUTION

**Date of Interview:**

**Interview(s):**

**Name of person(s) being interviewed:**

**Telephone:**

By signing the form below, you give permission for any recordings or photographs produced during this project to be used for presentations at [insert school’s name here].

I agree to the uses of these materials described above, except for any restriction, noted below.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Please Print)

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Researcher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Please Print)

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please describe any restrictions in the space below:

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Group Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ORAL HISTORY PROJECT GRADING RUBRIC**

**Research (30)**

\_\_\_\_\_\_\_ Well organized and minimal mechanical errors

\_\_\_\_\_\_\_ Establishes a strong historical background for understanding the interview

\_\_\_\_\_\_\_ Uses dates to provide historical context

\_\_\_\_\_\_\_ Provides a clear context for understanding the interview

\_\_\_\_\_\_\_ Effectively related a local issue to a larger global context

\_\_\_\_\_\_\_ Variety of resources were used and cited

**Questioning (20)**

\_\_\_\_\_\_\_ Demonstrates a strong grasp of the issue based in research

\_\_\_\_\_\_\_ Questions effectively and sufficiently drew out the interviewee’s story and related to historical event

\_\_\_\_\_\_\_Uses ample questioning techniques to keep interviewee on focus, including follow-up questions and positive body language

\_\_\_\_\_\_\_ Questions followed an orderly progression and built upon one another (the “story” had a definition beginning, middle, and end)

**Audio/Video and Transcription (25)**

\_\_\_\_\_\_\_ Audio or Video was well done and clear

\_\_\_\_\_\_\_ Includes an introductory paragraph about the interviewee including pertinent information as to how his/her life relates to the topic of interest

\_\_\_\_\_\_\_ The transcription was an accurate account of the interview, not a summar

**Exit Slip (25)**

\_\_\_\_\_\_\_ Group Presentation Evaluations

\_\_\_\_\_\_\_ Self/Group Evaluation